

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Peter's Anglican Methodist School
Number of pupils in school	151
Proportion (%) of pupil premium eligible pupils	12.6%
Academic year/years that our current pupil premium strategy plan covers	2020 – 2023 (Year 3)
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Paul Smith
Pupil premium lead	Nic Baykaa-Murray
Governor / Trustee lead	Rob Barker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 31,710
Recovery premium funding allocation this academic year	£ 4,248
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£35,958

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will embrace the school's vision of dream, believe and achieve to develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential. We, as a school, are able to determine how best to use the Pupil Premium grant to support pupils and raise education attainment; we create an overall package of support aimed to tackle a range of barriers as specified in the PP spending plan attached.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Children's passivity to learning
2	Gaps in learning due to Covid and lockdown including poor attendance
3	Underdevelopment of oracy skills

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Develop oracy within reading (Phonics) and number talk (link to SDP)	<ul style="list-style-type: none">• Children will develop confidence around oracy using stem sentences• Children will demonstrate the 'Give me 5' strategy of oracy• Reading and phonics progress will be moving towards inline or better than their peers• Children will be using mental maths strategy more successfully through number talk
Ensure quality teaching and learning of basic English and Mathematics skills. (Link to Quality First Teaching)	<ul style="list-style-type: none">• Teachers will plan lessons that include the identification and support of PP children

	<ul style="list-style-type: none"> • PP sessions will address pre-teaching and post teaching of English and Mathematics skills. • PP children's outcomes will be moving towards inline or better than their peers.
<p>Improve pupils' attitudes to learning including resilience and determination, including attendance.</p>	<ul style="list-style-type: none"> • PP children's attitudes to learning will be positive and demonstrate the schools' vision (Dream, Believe, Achieve) and rules (Ready, Respectful, Safe). • Attendance figures for PP children will show an increased improvement to be almost in line or better than their peers.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above. All evidence can be found at <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for Maths Oracy	<ul style="list-style-type: none"> • High impact on pupil outcomes of 6 months' additional progress • Matching language activities to learners' current stage of development extends their learning and connects with the curriculum • Support adults to ensure they model and develop pupils' oral language skills and vocabulary development <p style="text-align: center;"><i>Evidence for EEF (Oral language interventions)</i></p>	23
Peer Teaching Model	<ul style="list-style-type: none"> • Positive impact on both tutor & tutee • Most effective when used to review or consolidate learning • Intensive blocks with regular sessions are most effective <p style="text-align: center;"><i>Evidence from EEF (Peer tutoring)</i></p>	23

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group sessions – pre-teaching and catch up	<ul style="list-style-type: none"> • Average impact of 4 months additional progress over the course of a year • Most effective when it's targeted at pupils' specific needs • Small group sessions more cost effective than 1:1 tuition <p><i>Evidence from EEF (Small group tuition)</i></p>	23
1:1 or 1:2 sessions for reading/phonics	<ul style="list-style-type: none"> • Phonics has a positive impact overall (+5 months)...it is an important component of early reading skills, particularly for children from disadvantaged backgrounds. • Improves the accuracy of children's reading... • Reading comprehension strategies are high impact (+6 months). Alongside Phonics it is a crucial component of early reading instruction • Most beneficial when taught explicitly and consistently • It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects. <p><i>Evidence from EEF (Phonics and Reading comprehension strategies)</i></p>	8
1:1 or small group sessions for redrafting writing (UKS2)	<ul style="list-style-type: none"> • See evidence for small group tuition and 1:1 intervention 	23
Social Groups - utilise strategies such as 'Zones of Regulation' to develop social and emotional needs	<ul style="list-style-type: none"> • Social and emotional learning approaches have a positive impact (+4 months) additional progress in academic outcomes • Well targeted approaches...have greater impact • Evidence indicates that there is particular promise for approaches that focus on improving social interactions between pupils 	6

	<i>Evidence from EEF (Social and emotional learning)</i>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Y6 School Camp	<ul style="list-style-type: none"> Children are able to attend and participate in team building activities and socialising with their peers. There is wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork... and play an important part of the wider school experience... <p><i>Evidence from EEF (Outdoor adventure learning)</i></p>	3
Miscellaneous costs for PP children e.g. school trips, Before or After School Club, Uniform costs etc	<ul style="list-style-type: none"> Children are able to participate in extended learning and extra-curricular activities Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into the broader school improvement process which includes the development of school ethos and the improvement of behaviour and discipline. <p><i>Evidence from EEF (School uniform)</i></p>	23

Total budgeted cost: £ 34,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Attendance	Attendance for 2022/23	All children	National	FSM (17)
	Average attendance	95.1%	93.7%	92.6%
	Average authorised absence	3.2%	4.5%	4.7%
	Average unauthorised attendance	1.7%	1.8%	2.6%
	Persistent absence	8.9%	19.5%	20%
Reading and Writing Outcomes	Reading (attainment)			
	Year group	All pupils	PP	
	Year 1	54%	96% (1)	
	Year 2	75%	65% (4)	
	Year 3	76%	84% (3)	
	Year 4	82%	96% (1)	
	Year 5	83%	58% (6)	
	Year 6	78%	66% (4)	
	Reading (progress)			
	Year group	All pupils	PP	
	Year 1	1.6	(1) 2.0	
	Year 2	1.6	(4) 1.5	
	Year 3	1.9	(3) 1.8	
	Year 4	1.9	(1) 1.8	
	Year 5	1.8	(6) 1.6	
	Year 6	1.7	(4) 1.6	
	Writing (attainment)			
	Year group	All pupils	PP	
	Year 1	62%	71% (1)	
	Year 2	70%	49% (4)	
	Year 3	60%	62% (3)	
	Year 4	70%	93% (1)	
	Year 5	58%	41% (6)	
	Year 6	75%	66% (4)	
Writing (progress)				
Year group	All pupils	PP		
Year 1	1.6	(1) 1.7		
Year 2	1.6	(4) 1.2		
Year 3	1.6	(3) 1.8		
Year 4	1.7	(1) 1.7		
Year 5	1.5	(6) 1.3		
Year 6	1.7	(4) 1.5		

Maths Outcomes	Maths (attainment)		
	Year group	All pupils	PP
	Year 1	52%	92% (1)
	Year 2	58%	64% (4)
	Year 3	92%	94% (3)
	Year 4	76%	100% (1)
	Year 5	58%	37% (6)
	Year 6	64%	61% (4)
	Maths (progress)		
	Year group	All pupils	PP
	Year 1	1.5	(1) 1.9
	Year 2	1.8	(4) 1.6
	Year 3	1.9	(3) 2.0
	Year 4	1.9	(1) 2.0
	Year 5	1.4	(6) 1.4
Year 6	1.7	(4) 1.4	
<p>In terms of attainment and progress, it is a very mixed picture across the school. Attainment and progress in maths is much more positive with a large proportion of PP children achieving the same or better than their peers. Reading will most certainly be an area for development next academic year.</p> <p>PP children in Y6 and Y2 also benefited from catch up session. The gaps that Y6 children had that need to be addressed were significant and although they made progress from their starting points, not all were on track to be at standard across English and maths combined.</p>			

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
What was the impact of that spending on service pupil premium eligible pupils?	<p>2/4 Service children received additional support to boost Greater Depth reading and writing. Both of these children performed better than expected in reading, writing and maths.</p> <p>1/4 Service children joined the school halfway through Y4 with very little primary education from abroad. Although improving greatly in resilience and making progress at their level, they remained working below the expected level for their age.</p> <p>1/4 Service children sat their end of key stage SATs. They were targeted for GDS but only achieved AT Standard in Reading and SPAG and Working Towards in maths. A range of interventions were put in place including pre-teach sessions, catch up groups and SATs Breakfast Booster sessions.</p> <p><u>Focus for next academic year:</u> Identify gaps in learning and introduce catch-up/SATs booster sessions.</p>

Further information (optional)

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